

Acknowledgments

The authors of this report would like to gratefully acknowledge the support of everyone who contributed their time and knowledge to *An Evaluation of the 2003–2004 Roadmap to Civic Engagement*. The project site supervisors and AmeriCorps members at the six project sites visited welcomed us enthusiastically to their programs and shared invaluable information about their experiences with the *Roadmap*. Their hospitality and willingness to accommodate this disruption to their normal activities is recognized and much appreciated. Staff from WSC headquarters, including Nancy Pringle, Debbie Schuffenhauer, Terry René, and Kayje Booker (AmeriCorps Leader), provided ongoing feedback and thoughtful insight as the project evolved. The receptivity to evaluation feedback from all levels of WSC is indicative of the program’s commitment to quality and ongoing improvement based on the suggestions of those in the field. Abt researchers Anne Chase and David Warner provided essential design advice and offered insights on how to present study findings.

Study Introduction

Dear Colleagues,

May I present the evaluation of the second year of the *Roadmap to Civic Engagement*. We are pleased to see that the continuous improvement efforts made to this exciting program after our pilot year have resulted in even more progress for both our members and the youth they serve. In response to member and supervisor feedback, the *Roadmap to Civic Engagement* was revised—shortening the length of the curriculum, clarifying expected outcomes, and allowing members and sites more flexibility in its implementation.

The *Roadmap* program arose in response to growing evidence and concern that young people in this country have become increasingly disconnected from their communities and their civic duties. While institutions nationwide have begun to look for solutions, national service programs in particular have been singled out for their access to young adults and their organizational focus on service and community involvement. Beginning in 2003, all AmeriCorps programs were instructed to include training for their members on the rights and responsibilities of citizenship.

We at Washington Service Corps (WSC) saw this situation as an opportunity, not just to inspire the ethic of civic engagement in our members, but in the youth they serve as well. During the 2002–2003 program year, we piloted the *Roadmap to Civic Engagement* throughout our organization. We utilized a cross-age tutoring structure (a proven success strategy of our Washington Reading Corps program) in which members first experience the program, and then facilitate it with youth. Not only does the facilitation reinforce the training for the AmeriCorps members, it also extends the reach of civic engagement education to include hundreds of youth, thereby maximizing the benefit to the community. In short, the *Roadmap* has allowed WSC to turn a member training performance measurement into a unique program that addresses one of the most pressing needs of youth today: civic engagement.

Once again the partnership of Service-Learning Northwest, who developed *The Roadmap to Civic Engagement*, was invaluable. They requested and incorporated staff, supervisor and member feedback, which resulted in extensive and effective revisions to the curriculum. In addition they conducted specialized member and supervisor training and provided ongoing technical support throughout this year. Additionally, WSC also provided an AmeriCorps Leader to coach the members and made our entire staff available for support. In keeping with our tradition of commitment to evaluation, WSC again contracted with Abt Associates Inc. to provide an independent evaluation of our civic engagement program. We are quite pleased with the results. Along with anecdotal evidence from the field suggesting that the program is having a significant effect, the youth and member assessments have provided us with proof in numbers that our program is succeeding in raising our participants' levels of civic engagement.

The *Roadmap* continues to use the six-step service-learning methodology to help members walk youth through the entire process of developing a project to meet a genuine community need. Through this service learning process, members and youth learn the skills, behaviors, knowledge and values necessary to becoming effective, engaged members of their communities and of our democracy. Moreover, our results have shown that the empowerment that participants gain through successfully implementing a service project is a motivating force for positive involvement in the future.

I invite you to take a look at this evaluation. If you have questions about our program, please feel free to contact me at 1-888-713-6080 or e-mail npringle@esd.wa.gov or Terry René, Civic Engagement Program Coordinator at trene@esd.wa.gov.

Sincerely,

Nancy Pringle, Director
Washington Service Corps

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Introduction

The Washington Service Corps (WSC), founded in 1983, is one of the largest AmeriCorps sponsoring agencies in the United States, with project sites across the state of Washington.¹ AmeriCorps is the largest domestic national service program in the United States and has engaged over 250,000 members in service since the program's inception in 1993. WSC AmeriCorps participants (*members*) provide a diverse array of services to their host communities including tutoring assistance in schools, the administration of after-school programming, environmental remediation, and countless other activities intended to improve the lives of Washington's citizens. One of the central goals of WSC is not only improving Washington's communities through the provision of direct service, but also fostering increased citizen awareness of the importance of civic engagement and active participation in community affairs.

In 2002, as part of its efforts to enhance the civic capital present in Washington, WSC entered into a partnership with Service-Learning Northwest (SLNW) to develop the *Roadmap to Civic Engagement* (the *Roadmap*). SLNW is a curriculum development group specializing in the provision of technical assistance and resource guides in the service-learning field. The 2003–2004 *Roadmap* is a curriculum designed to enhance the civic engagement and community awareness of participants through completion of seven units and a capstone community service project. WSC contracted with Abt Associates Inc., an independent research firm recognized as a leader in national and community service research, to evaluate the *Roadmap*.

In designing the study of the 2003–2004 *Roadmap*, Abt Associates researchers employed a multi-modal data collection effort including both site visits and surveys of *Roadmap* stakeholders. The inclusion of site visits in the study design allowed for the collection of information describing the process by which the *Roadmap* was implemented and facilitated in local sites. Data collection activities performed during site visits included an observation of members facilitating the curriculum to youth, and focus group discussions in which members described their experience with the curriculum. These discussions focused specifically on the *Roadmap*-related training and support received by members and the impact of the curriculum on both member time available for service and their overall service experience.

The data collection instruments associated with the 2003–2004 assessment of the *Roadmap* included mail surveys administered to organizational stakeholders, such as project sites and youth-serving organizations² serving as *Roadmap* partners, and self-administered surveys completed by members and youth participating in the curriculum. The mail surveys of organizational stakeholders focus on the benefits and drawbacks associated with curriculum implementation and administration, with particular attention paid to comparing the 2003–2004 curriculum process to that of the previous year.

¹ The Washington State Legislature first established WSC in 1983. WSC first received AmeriCorps funding in 1993. Prior to AmeriCorps, WSC received federal CNCS funding in 1992 and operated the first team-based national service program since the Civilian Conservation Corps was de-funded in 1942.

² Youth-serving organizations are the organizations that partnered with AmeriCorps project sites to implement and facilitate the *Roadmap*. Examples of youth-serving organizations include: school sites, the Boys and Girls Club, YMCA, and other community organizations operating youth programs.

Of the 18 project sites participating in the curriculum, nine project supervisors submitted mail surveys and 27 of 52 participating youth-serving organizations completed mail surveys.

The surveys completed by *Roadmap* participants provide feedback as to the curriculum's effects on participants' civic attitudes, knowledge, and actions. In all, 306 members and 568 youth completed these surveys at the conclusion of their *Roadmap* experience. Participants also provided information on several key demographic indicators such as age, race/ethnicity, educational attainment, gender, and language spoken at home.

This report is intended to provide the reader with a description of the curriculum while also describing the outcomes associated with participating in the *Roadmap*. The sections are sequenced to first offer a description of the curriculum and then report on each of the data collection activities described above. Data collection activities are reported in the following order: site visit observations and results from member focus groups; mail survey results; and analysis of *Roadmap* member and youth surveys. Particular attention is paid to changes made to the curriculum and to the process by which the *Roadmap* is implemented and facilitated. This report concludes with a discussion of promising practices, potential for replication of the curriculum, and suggested improvements for future versions of the *Roadmap*.

Description of the 2003–2004 *Roadmap* Curriculum

The development of the 2003–2004 *Roadmap* incorporated stakeholder modifications while maintaining the curriculum's primary themes and intended participant outcomes. The most notable change is the truncation of the curriculum from 14 to 7 units. Less obvious changes include the omission of activities cited as challenging by participants and a general emphasis on making the curriculum more user-friendly. The *Roadmap* units are facilitated sequentially, with initial units designed to develop participants' understanding of what is meant by community and the middle units devoted to exploring community needs and identifying which of these needs might be addressed by the capstone community service project. The final units offer participants a chance to develop and implement a project to address the identified community need. (See Exhibit 1 for a more detailed description of the *Roadmap*'s seven units.)

The *Roadmap* incorporates several characteristics that have been identified as essential to service learning. These include the presence of clear learning objectives, meeting genuine community needs, opportunities for participant reflection, the incorporation of youth voice, the conduct of meaningful service rather than service for service's sake, and the development of partnerships between local organizations. In order to ensure that these requirements are met, the curriculum is designed using the six-step model, a planning and development sequence designed by SLNW to clearly guide *Roadmap* participants. The six steps included in this model are: discuss, investigate, address, plan, execute, and review. By adhering to these steps, *Roadmap* facilitators can create a learning environment in which youth participants recognize and embrace civic engagement and community awareness.

Exhibit 1

Roadmap Units

Unit 1: Discovering Community. This unit introduces the idea of community to participants and begins the process of building a community among themselves. Participants also review the Declaration of Independence and discuss the importance of this document's provision of each person's right to life, liberty, and the pursuit of happiness.

Unit 2: The Importance of Place. Participants explore the history of and unique characteristics that identify their community and themselves. The dynamics driving the creation of rules and laws is also explored. The reflection units in this section offer opportunities to reflect upon their personal history and on the process by which laws and regulations are formulated.

Unit 3: Community as Resource. This unit begins with a metaphorical exploration of the power held by different community members. Participants then create personal and community asset maps as a means of examining what they and their communities count as resources. The final activity is the listing of community needs that might be addressed by the service project.

Unit 4: Understanding Needs, Local to Global. The full spectrum of needs, from local community needs to needs affecting a wider array of communities, is explored. Participants reflect upon which need they would like to address in their service project.

Unit 5: The Power of Voice. This unit provides background information on the democratic process and the power held by each individual in the form of a vote. It is also the time at which participants vote to identify the community need they would like to address.

Unit 6: Taking Action. Participants prepare to take action to address the chosen need. Team members engage in a group decision-making process where everyone offers their opinions on how best to carry out the service project. The end result is a strategic plan for addressing the community need.

Service Project. Members and youth carry out the strategic plan to address the chosen need.

Unit 7: Celebrating the Journey. Once the service project has been completed, *Roadmap* participants reconvene to reflect upon the growth they have experienced in their civic engagement and community awareness and also to celebrate all that they have accomplished.

An essential component of the *Roadmap* process is the training and support offered to members prior to and during their facilitation of the curriculum with youth. In addition to the ongoing support provided to members by WSC staff and representatives from project sites, the SERVES Institute held in September of 2003 included sessions devoted to implementation of the *Roadmap*. In these sessions, members received training on how to facilitate the *Roadmap*, tips on interacting with middle school youth, and the opportunity to discuss the *Roadmap* experience with members who participated in the pilot version of the curriculum. Participation in the *Roadmap* training sessions was required of at least one member of each AmeriCorps team with the expectation that these members would then transfer the knowledge they had gained to fellow team members.

In addition to the provision of training at SERVES, each AmeriCorps team was required to go through the curriculum as a team before facilitating it to a group of young people. Participating in the *Roadmap*, including the conduct of a service project, was intended to provide members with a deeper understanding of the *Roadmap* than could be conveyed through training delivered in a more traditional manner. It was expected that participating in the *Roadmap* as a team, in concert with the training offered at SERVES, would enhance the experience of both AmeriCorps members and youth participating in the 2003–2004 administration of the *Roadmap*.

As part of WSC's AmeriCorps program, members administer the *Roadmap* to groups of youth, ranging in age from elementary school to high school.³ The majority of youth participants are middle school-aged youth, the age group for whom the curriculum is designed. AmeriCorps project sites and/or members are responsible for locating and recruiting local youth-serving organizations whose participants (youth) would be interested in *Roadmap* involvement. Once a youth-serving organization has been identified, members are responsible for facilitating the curriculum, often, but not always, on a weekly basis. Generally speaking, *Roadmap* facilitation occurs in a classroom setting, typically in the hours immediately following the school day.

The 2003–2004 *Roadmap* varies considerably from the pilot curriculum implemented in the 2002 – 2003 program year. These changes were based largely upon feedback from stakeholders and include: a shortening of the curriculum from 14 to 7 units; a WSC AmeriCorps Leader devoting additional time (relative to the pilot year) to the provision of technical assistance to AmeriCorps teams implementing and facilitating the *Roadmap*; the creation of a web blog to provide members with an outlet to share their successes and frustrations with the curriculum; the requirement that AmeriCorps teams complete the *Roadmap* themselves before facilitating it to youth; an increased emphasis on the *Roadmap* at the SERVES training held at the beginning of the program year; and the distribution of a monthly *Roadmap* newsletter.

Site Visits to *Roadmap* Partner Sites

In April 2004, approximately two-thirds through the WSC program year, Jesse Valente of Abt Associates and Kayje Booker, WSC AmeriCorps Leader, visited six civic engagement sites. The goal of these visits was to collect information related to the process by which the *Roadmap* was implemented and to gauge participants' experience with the curriculum. This site work consisted of focus groups with AmeriCorps members and observations of members facilitating the *Roadmap* with youth.

Sites were selected for visits based on the community setting, the curriculum unit being facilitated, and the timing of the AmeriCorps team's implementation of the *Roadmap*. Visits occurred only to sites engaged in non-celebratory units (1–6) of the *Roadmap* in order to allow for observation of members and youth actively meeting one of the curriculum's primary objectives. The fieldwork was scheduled at a time when a large number of AmeriCorps teams were facilitating the *Roadmap*, thus allowing for visits to a diverse pool of youth-serving organizations. These visits provided a foundation for the evaluation by building an understanding of the diverse contexts in which WSC AmeriCorps members serve. Exhibit 2 provides more detail on the characteristics of the visited sites.

³ In 2003–2004, there was one group of adult participants in the *Roadmap*. The curriculum was not designed for facilitation to this age group and facilitation to this age group is not recommended.

Exhibit 2**Civic Engagement Site Visits**

Project Name	Partner Organization	Location	Number of AmeriCorps Members	Number of Youth	Age of Youth ^a	Unit Facilitated during Observation
ESD 101	Boys and Girls Club	Spokane, WA	9	7	Elementary school (6), Middle school (1)	Service project
OIC Yakima	Gear-Up at Harrison Middle School	Sunnyside, WA	2	8	Middle school	6
CYS	Napavine Elementary School	Napavine, WA	6	11	Middle school	6
BMAC	Green Park Elementary	Walla Walla, WA	2	4	Middle school	Transition between Units 5 and 6
FPA-Seattle	Aki Kurose Middle School	Seattle, WA	12	11	Middle school	6
Federal Way Public Schools	Wildwood Elementary School	Federal Way, WA	3	6	Elementary school	Service project

a These grade level designations classify grades K–5 into the elementary school category, with the middle school definition including participants in grades 6–9.

Site Visit Results

All youth participants at four of the sites were in the middle school-age group targeted by the curriculum. In the other two other sites, most of the youth were in the upper elementary school grades. In each of the sites except one, *Roadmap* facilitation occurred in a classroom setting. The only exception was one group's conduct of a mini-service project at one site where youth participants cleaned up the grounds around their school during the second half of the *Roadmap* session.

The majority of sites visited, five out of six, were either planning the service project or were actively engaged in their selected service. Service projects included painting flowerpots for residents of a senior citizens home, sponsoring a carwash to raise money for a yet-to-be determined local charity, organizing a donation drive to provide for the general needs of disadvantaged community members, cleaning up and landscaping a local schoolyard, and creating care packages for soldiers stationed overseas.

Generally speaking, the sites where youth were actively participating in their service project featured more productive interactions between youth and members, with the youth being very intent on carrying out the service project they had identified. The dynamic between youth and members at the other sites was quite uneven. Youth at a few of the sites were quite attentive to members and engaged in the day's activities, while youth at other sites were having problems focusing on the curriculum. It

appeared as though a lack of youth buy-in was at least partially due to the setting in which facilitation occurred and the manner in which members were interacting with youth. In a few of the sites, members seemed to set a low-energy example that the youth were all too willing to follow. However, other sites featured members who were able to use their enthusiasm to draw youth into the curriculum, and the respect accorded to these members by youth was apparent.

AmeriCorps Member Focus Groups

Focus groups were conducted with members participating in the *Roadmap* at each of the visited sites. The majority of member focus groups were held at the site where facilitation of the *Roadmap* occurred and the discussions lasted between 45 minutes and 1 hour. During discussions about the *Roadmap* with members, several consistent themes emerged. These themes, both negative and positive, are described below as a means of providing specific feedback on the *Roadmap* process as articulated by members.

When did members first learn about the Roadmap? Approximately half of the members participating in the focus groups heard about the *Roadmap* before they attended SERVES training in September 2003. The balance of members became aware of the curriculum through their participation in SERVES. Most members reported that the timing of when they found out about the *Roadmap* would not have impacted their decision to join AmeriCorps with WSC. However, a small minority of members indicated that the timing of that notification about the *Roadmap* might have influenced their decision, including one who stated “I wish I would have known about this before joining AmeriCorps.”

How helpful was the Roadmap-specific training offered at SERVES? Members’ perceptions of the training offered at SERVES were quite mixed. About half of the members who attended the facilitation training felt that this session provided a solid overview of the curriculum along with potential teaching methods. Several members felt that the training offered them the opportunity to think critically about how to approach specific situations that might arise during facilitation. Other members’ reactions to the training were less positive, with members at one site reporting that the training was too vague and presupposed a great deal of facilitation experience. Members of two teams stated that their understanding of the intention of the *Roadmap* was not enhanced during these training sessions.

How valuable was the experience of participating in the curriculum as a team before facilitating to youth? One of the most frequently mentioned positive changes to this year’s *Roadmap* process was the emphasis placed on members working through the curriculum with one another before facilitating to youth. Members felt that the team training experience enabled them to develop a firm understanding of not only the activities included in the curriculum, but also the intended effect of these activities on the civic engagement and community awareness of participants. Members also reported learning a great deal about facilitation from other members, a key finding given the appearance of a wide range of pre-existing facilitation experience possessed by members. Overall, the most interesting and compelling finding from the discussions around within-team facilitation was this step’s effectiveness in improving a team’s *Roadmap* experience and building team unity.

What supports did members access once they were facilitating the curriculum? All teams participating in the focus groups reported that fellow team members were the first support they accessed when questions arose. Three teams reported receiving guidance from their AmeriCorps supervisor, with fewer teams still reporting active use of other supports provided by WSC. A majority of teams were aware of the supports provided by WSC, most notably the web blog and direct contact with WSC's *Roadmap* expert. However, fellow team members were the primary source of *Roadmap*-related support accessed by members. The teams that were not aware of the web blog noted that this resource would have been helpful.

How were youth impacted by the curriculum? Perhaps the most profound finding from the focus groups was members' perception of the curriculum's impact on youth participants. Five of six teams reported positive changes in the civic engagement and community awareness of youth. Several teams reported a major increase in the focus exhibited by youth as they progressed through the curriculum. Perhaps the single element of the *Roadmap* that held the most appeal for youth participating in the *Roadmap* was the potential to choose and carry out a service project. Four of the teams stated that their youth developed their own voice and realized that their opinion does matter in the community. In contrast, one team that felt as though the majority of youth with whom they worked really did not understand the curriculum.⁴

How did facilitating the curriculum impact members? When asked to reflect upon their experience with the curriculum, member responses were almost all positive. Several members expressed appreciation at having the opportunity to work with a group of youth with whom they would not have otherwise interacted. Members also reported that the *Roadmap* process brought members closer to one another and increased team camaraderie. Several members, especially those trained as teachers, stated that participation in the curriculum offered the opportunity to further develop their facilitation skills while also providing management tools that would one day be useful in their own classroom. Of the four teams facilitating the curriculum to middle school-aged youth, one team reported that their experience with the *Roadmap* was adversely affected by the age of the youth. They believed that the *Roadmap* as currently constituted is better suited to high school students.

What elements of the curriculum did teams modify? Almost all (five out of six) of the teams participating in the focus groups reported making some modifications to the curriculum. The majority of these changes were directly related to the wording of the curriculum; a number of teams reported that their youth did not have the reading comprehension skills necessary to grasp some of the *Roadmap* terminology. Other modifications included eliminating some activities to fit the curriculum into the time available, and adding more creative activities to keep youth engaged. Finally, one team deleted activities that they felt were redundant with those covered in an earlier unit.

How has the curriculum impacted member time? Members from a majority of the focus groups (four of six) reported either that the curriculum did not significantly increase their weekly time burden or that the additional time spent on the *Roadmap* was a positive addition to their AmeriCorps experience. Several members stated that participating in the *Roadmap* provided both an interesting

⁴ The facilitation for this team was quite chaotic, with members struggling to hold the attention of youth. Youth appeared capable of understanding and benefiting from the *Roadmap* but were simply unwilling to pay attention to members.

departure from their other service activities as well as the opportunity to widen the impact of their AmeriCorps team by working with a group of young people outside of their host site. However, at the one site where members were most negative about their experience with the *Roadmap*, one member reported that the curriculum made her feel “inundated” at times, a sentiment that was seconded by many of her peers.

Overall Site Visitor Impressions

Throughout the course of the site visits with *Roadmap* partners, perhaps the most striking realization was the extensive level of buy-in that the curriculum had among members and youth. Certainly there was some variation from site to site, but in general AmeriCorps members felt that the curriculum represented a positive addition to their AmeriCorps experience and they believed that the youth with whom they were working grasped the main lessons of the curriculum. At only one site was there a great deal of resistance to the *Roadmap*, but their problems were not with the curriculum itself; rather, they felt that adding the curriculum to their existing service represented an excessive burden.

An important learning from the site visits may be the importance of the role of the project site supervisor in shaping the experience of members. A comparison of the two sites representing the strongest and weakest implementations of the *Roadmap* indicates that the project site supervisor’s enthusiasm for and commitment to the *Roadmap* directly influenced members’ perception of their experience. Our observation suggests that supervisor buy-in is an intrinsic element in ensuring a positive *Roadmap* experience for members and should be emphasized in subsequent administrations of the curriculum. In recognition of the role of supervisor buy-in, WSC is exploring modifications to the curriculum designed to further enhance supervisor’s experience with the *Roadmap*.

Roadmap Mail Surveys

The mail surveys of AmeriCorps project sites and youth-serving organizations participating in the *Roadmap* were designed to collect information about these stakeholders’ experience with the curriculum. These detailed mail surveys, administered at the conclusion of the curriculum, also provided the opportunity for organizations participating in the *Roadmap* to broadly describe their programmatic characteristics and partnerships with other community organizations. Both the project site supervisor and youth-serving organization surveys include questions addressing the following areas of interest:

- Organizational background;
- Partnerships with other community organizations;
- Implementation of the 2003–2004 *Roadmap*;
- Modifications made to the *Roadmap*; and
- Overall satisfaction with/perception of the *Roadmap*.

Due to low response rates, findings from these surveys cannot be used to characterize the overall experience of all organizational participants in the *Roadmap*. Only half of the 18 project site supervisors responded to the data collection. Similarly, only 27 of the 52 youth-serving organizations participating in the *Roadmap* completed mail surveys. While these response rates, 50 and 52 percent,

respectively, are higher than that typically achieved in mail surveys, they are lower than desired and do not allow the generalization of findings to the entire population. Given this important limitation, the results of the mail surveys provide some interesting insights into several organizations' experiences with the *Roadmap*.

Findings from Project Site Supervisor Mail Surveys

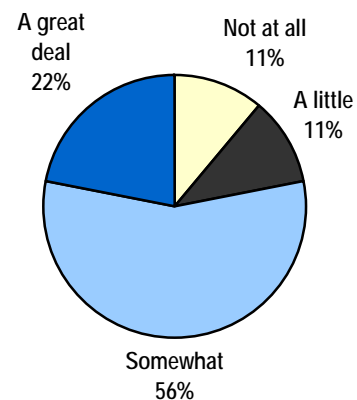
Among the project site supervisors responding to the mail survey, a third reported being either a local education agency/school district or a community-based organization with an additional 22 percent categorizing their organizations as some other local government agency. These organizations have deep roots in their communities as evidenced by the fact that they have been in operation for an average of 44 years. The project site supervisors reported an average of seven years' involvement with WSC (WSC's AmeriCorps program having started in 1994). The average AmeriCorps team included in the study sample comprised 22 full-time members, with 17 of those members participating in the facilitation of *Roadmap* units to youth. Nearly 90 percent of project site supervisors reported childhood/adolescent education as the most frequent focus of their AmeriCorps members.

When asked to describe the other organizations with which they partner, project site supervisors reported that childhood/adolescent education was the primary service offered (89 percent of partner organizations) with adult education and parenting skill development also being available at the majority of partner organizations. Seventy-eight percent of project site supervisors stated that at least one of their *Roadmap* partners was an organization with whom they had an existing relationship. Nearly a quarter of project supervisors strongly believed that their involvement with WSC led to partnerships with other community service organizations (see Exhibit 3).

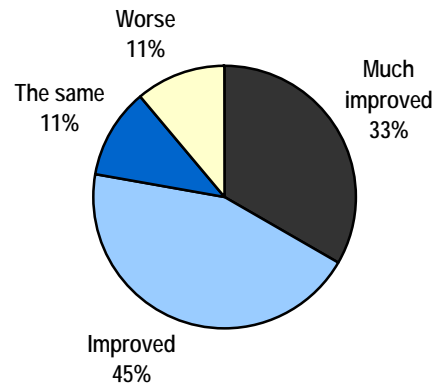
A set of questions on the project site supervisor mail surveys was designed to assess the *Roadmap* implementation experience. Over three-fourths of project site supervisors reported having concerns about the curriculum prior to implementation. These concerns ranged from not having the financial resources required to implement the curriculum (71 percent) to fear that AmeriCorps members would not be interested in or have the time to successfully implement the curriculum (71 and 86 percent, respectively). At least three-fifths of project site supervisors concerned about financial resources, member interest, or member time reported that, upon implementation, these concerns became a reality (60, 60, and 67 percent, respectively).

Exhibit 3

Has Involvement with WSC Led to New Partnerships?



In response to questions about *Roadmap*-specific supports available to their members throughout the 2003–2004 program year, nearly 80 percent of project site supervisors reported satisfaction with the orientation and training their organization received prior to commencing the *Roadmap* process. Over three-quarters (77 percent) reported that the training offered this year represented an improvement over the training offered in the previous, pilot year (see Exhibit 4). Once the *Roadmap* was implemented, project site supervisors reported that their members were able to deal with most curriculum-related questions internally. Eighty-nine percent of responding project site supervisors said their members answered questions either by conferring with one another or by asking the project site supervisors for assistance.

Exhibit 4**Rating of Training Offered for 2003–2004 Roadmap Versus Training Offered for Pilot Roadmap**

Project site supervisors also provided feedback on the modifications made to the 2003–2004 *Roadmap* based on stakeholders' views of the initial curriculum. Nearly half (44 percent) of project site supervisors reported that their members spent less time on this year's *Roadmap*, with a majority of project site supervisors (89 percent) opining that the shorter curriculum contributed to a more positive *Roadmap* experience for members. Additionally, 77 percent of project site supervisors indicated that members participating in the 2003–2004 *Roadmap* had a better overall experience than their pilot year counterparts. Forty-four percent of project site supervisors stated that participating in the *Roadmap* enhanced members' overall AmeriCorps experience.

The final set of questions on the project site supervisor survey provided respondents with an opportunity to reflect upon both the positive and negative aspects of their experience with the curriculum. Project site supervisors estimated that each member spent an average of two weeks on activities related to the *Roadmap*. This includes time spent on all activities related to implementation and facilitation of the curriculum. When asked to provide the major benefits and drawbacks associated with participation in the *Roadmap*, project supervisors most frequently mentioned increased student awareness of service and community needs as a major benefit, with the time associated with the curriculum being the most often mentioned drawback. Finally, two-thirds of project supervisors stated that, if given the choice, they would participate in a subsequent version of the curriculum.

Findings from the Youth-Serving Organization Mail Surveys

Another component of the evaluation was a survey of the youth-serving organizations partnering with project sites in the *Roadmap* process. Representatives from youth-serving organizations were equally likely to report their entity as being either a community-based organization or an elementary school (30 percent each). Other organization types represented in the youth-serving organizations sample include: local education agency/school district (19 percent), other local government agency (4 percent), high school (7 percent), private foundation (7 percent), and other organizational type (4

percent). Over three-fifths (63 percent) of the respondents from the youth-serving organizations included in the study sample reported that they had worked with the AmeriCorps project site prior to their participation in the 2003–2004 *Roadmap*.

Respondents at 81 percent of the youth-serving organizations providing data for this study reported that childhood/adolescent education was one of the services they offered, with 30 percent being providers of adult education services (see Exhibit 5). Not surprisingly, nearly two-thirds (63 percent) of youth-serving organizations identified children as the primary beneficiaries of their services.

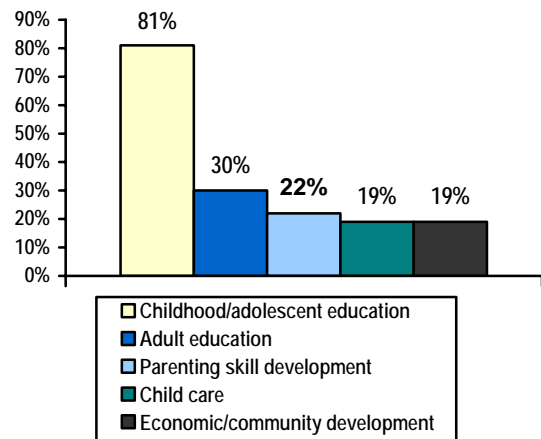
When asked to describe how they had become involved with the *Roadmap*, 67 percent of youth-serving organizations stated that their involvement was at least partially due to an existing relationship with the project site. Over half (56 percent) of the youth-serving organizations included in this sample were involved with the pilot version of the *Roadmap*.

When asked to describe *Roadmap* implementation, respondents from youth-serving organizations viewed the process as a rather seamless one. Nearly three-quarters (74 percent) of all respondents reported that integrating the *Roadmap* into their existing service structure was a little or not at all difficult. When asked to characterize AmeriCorps members' readiness to facilitate the curriculum, 88 percent of respondents stated that members were at least pretty well prepared. Over half (58 percent) of the respondents to the youth-serving organization mail survey stated that members were often able to ask their team leader for help in resolving any questions.

Respondents to the youth-serving organization survey were asked to assess the overall experience of participating in the *Roadmap*. When asked to describe their *Roadmap* objectives, 16 of the 27 respondents (59 percent) reported that they hoped the curriculum would enhance participant civic engagement and community awareness.⁵ Each of these respondents reported that this objective was achieved. Respondents replied similarly to a question about major benefits of *Roadmap* participation. Eight of 27 representatives (30 percent) from youth-serving organizations stated that student participants have a greater interest in community involvement and increased civic awareness. When asked about the drawbacks associated with participation, 22 percent of respondents reported that finding the time and scheduling curriculum sessions was a problem. Ultimately, the majority (89 percent) of respondents to the survey of youth-serving organizations would participate in a subsequent iteration of the curriculum.

Exhibit 5

Services Provided by Youth-Serving Organizations



⁵ No other objective was mentioned by more than three youth-serving organizations.

Roadmap Participant Data

A central component of the *Roadmap* assessment is survey data received from curriculum participants. In the *Roadmap to Civic Engagement's* introduction it is stated that the curriculum “focuses primarily on cultivating an understanding of the behaviors, attitudes, and actions that reflect concerned and active membership in a community.” These themes guided both the creation of the survey instruments, developed jointly by Abt Associates and WSC, and the subsequent analysis of collected data. Member and youth progress on these concepts is measured through “constructs,” groups of survey items organized by the outcome of interest being examined.

The development of constructs is based on the observation that respondents tend to answer survey items addressing the same underlying construct in the same way, thus their responses to these items are highly correlated with each other. Reliance on these constructs strengthens both analysis and interpretation of the data. The use of constructs both 1) provides simpler representations of sets of inter-correlated variables, thus simplifying and focusing the statistical analysis, and 2) allows measurement of participant progress on clearly defined program goals (rather than multiple individual measures of those goals), thus facilitating interpretation of findings. The following civic engagement constructs have been identified through careful analysis of the data received from *Roadmap* participants: civic knowledge, civic attitudes, and civic actions.⁶

- The civic knowledge construct measures the participants’ familiarity with their community and the historical documents⁷ studied during *Roadmap* sessions. Survey elements grouped in this construct include:
 - I am aware of what my community needs;
 - I am aware of the resources in my community;
 - I understand the ideals expressed in the Declaration of Independence and the Gettysburg address; and
 - I know where to go or who to talk to if I want to provide help in my community.
- The civic attitudes construct assesses participants’ attitudes concerning their ability to make a difference in their communities. The following survey statements are included in this construct:

⁶ The initial organization of the survey questions into constructs was by face validity. The study team then tested the coherence of the constructs statistically. Interrelationships among the variables were explored through principal components analysis. This statistical process transforms the original variables into new, uncorrelated variables called principal components, with the first principal component containing the largest portion of the variance shared by the original variables. The construct is considered valid if the bulk of the variance resides in the first principal component and all of the original variables behave similarly in the analysis. Constructs are also validated through correlational analysis and a Cronbach’s alpha statistic is provided for each construct. In our analyses of the *Roadmap* data, the construct values for each respondent are formed from the mean value of its constituent variables, thus retaining the same metric as the original variables.

⁷ Historical documents explored in the *Roadmap* include the Declaration of Independence, the Constitution of the United States, and the Gettysburg Address.

- Helping others is something I want to do (youth survey only);
 - I have the ability to engage others in service (member survey only);
 - I am an important member of my community;
 - It is my responsibility to get involved to make things better;
 - By working hard, I believe I can make a great deal of difference in solving the problems in my community;
 - I have identified skills that I can offer to help solve problems in my community (member survey only);
 - It is important for me to know about needs in my community; and
 - I can organize local efforts to effect change (member survey only).
- The final construct, civic actions, measures participants' current and planned actions before and after completing the *Roadmap*. This construct includes the following survey elements:
 - I encourage my friends and family to volunteer;
 - I will look for opportunities where I can help in my community (youth survey only);
 - I talk about issues in my community with my family and friends; and
 - I will vote in political elections.

Roadmap participant survey data were analyzed across key demographic subgroups (e.g., gender, age, grade level/highest educational attainment, and race/ethnicity). Subgroup analysis assesses whether the *Roadmap* affects particular demographic groups in a systematically differential manner. For example, given that the curriculum is designed for administration to middle school-aged youth, one subgroup analysis examined the impact of the curriculum on youth participants arranged by grade level to test whether the curriculum is, in fact, associated with larger gains among middle school-aged youth. Complete results of all subgroup analyses are presented below.

Description of *Roadmap* Participant Survey Data

AmeriCorps members at 17 of the 18 WSC AmeriCorps project organizations responded to the *Roadmap* survey.⁸ Youth from 43 of the 52 partner organizations provided survey responses. It must be noted that we cannot be certain exactly how many youth and members did not complete a survey. In fact, based on the site visits, where it was frequently stated that youth participants attended some *Roadmap* sessions but not others, it can be stated with some certainty that there was a group of youth participants that attended a few *Roadmap* sessions but not the session at which the survey was administered.

In all, 306 AmeriCorps members and 568 youth participants completed surveys describing their experiences with the *Roadmap*. These surveys use 1 to 4 scales where 1 is the most negative response and 4 is the most positive response. Specifically, the scale values are: 1 = NO!, 2 = no, 3 = yes, and 4 = YES! A retrospective pre-post design is used where participants rate their attitudes and perceptions before and after participating in the curriculum at the conclusion of the *Roadmap*. This

⁸ The only site that did not submit *Roadmap* surveys did not administer any part of the curriculum. Additionally, one site submitted member surveys despite never administering the curriculum to youth due to not finding an appropriate youth-serving organization with which to partner.

method is an effective tool to counteract “response shift bias,” a phenomenon often accompanying true pre-post surveys where respondents describe their status on a particular survey item at two time points—before and after participating in a program or activity. Response shift bias arises due to a change in respondents’ knowledge about a particular issue over the two time points. For instance, an individual may not accurately rate their attitudes or perceptions prior to participation because they do not adequately understand the concept. A retrospective pre-post survey enables respondents to reflect back on their prior knowledge and assess it in light of what they know after their *Roadmap* experience.⁹

Participant Demographics

The demographic characteristics of *Roadmap* respondents provide a sense of the diversity of individuals participating in the curriculum. Seventy-one percent of AmeriCorps members answering the *Roadmap* survey are women with 73 percent of members being under the age of 26. Just over three-quarters (76 percent) of members participating in the *Roadmap* are white. Educationally, 47 percent of members involved in the 2003–2004 *Roadmap* had attained at least a bachelor’s degree, with 4 percent having an advanced degree.

In contrast to the AmeriCorps member sample, the youth surveyed were nearly evenly split across gender categories, with a slightly higher proportion of women (54 percent). The majority of youth survey respondents (61 percent) were in the middle school-age group targeted by the curriculum. The youth sample exhibited some racial diversity, with 38 percent of respondents being white and 29 percent identifying themselves as Latino/Latina. Finally, two-thirds (66 percent) of the youth surveyed report receiving free or reduced price lunch at school, confirming that the curriculum is reaching out to disadvantaged communities (see Exhibit 6 for complete demographic characteristics for all survey respondents). The extent to which participants are impacted by the curriculum is explored below.

Exhibit 6

Demographic Characteristics of Roadmap Participants

	AmeriCorps Members (N = 306)	Youth Participants (N = 568)
<i>Gender</i>		
Male	29	46
Female	71	54
<i>Age</i>		
Under 22	26	N/A
22 to 25	47	
Over 25	27	
<i>Grade level</i>		
Elementary school	N/A	28
Middle school		61
High school		11
<i>Service year</i>		
First	74	N/A
Second	25	
Third	1	
<i>Education level</i>		
Less than high school	1	N/A
High school diploma/GED	18	
Some college, no degree	28	
Associate degree	6	
Bachelor’s degree and above	47	
<i>Race/Ethnicity</i>		
White or Caucasian	76	38
Latino or Latina	7	29
Other	6	16
Black or African American	2	6
Multiracial	8	11
<i>Language spoken at home</i>		
English	96	75
Spanish	2	19
Other	1	6
<i>Do you receive free or reduced price lunch at school?</i>		
Yes	N/A	66
No		34

⁹ For further reading on response shift bias, see Howard, et al. (1979) or Rohs and Langone (1997).

Effects of the *Roadmap* on Member Participants

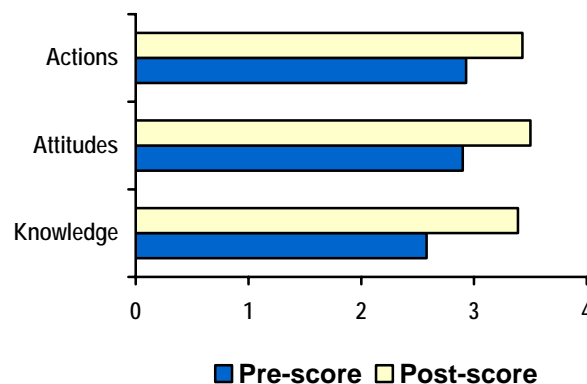
A key goal of the *Roadmap* is to provide a framework within which member participants are given the opportunity to affect positively a group of youth while themselves being exposed to the content and service projects included in the *Roadmap*. As described above, the affect of the *Roadmap* on members was measured using a series of constructs in alignment with the primary goals of the curriculum. The first of these constructs measures the change in participant civic knowledge as embodied by their knowledge of the community in which they reside and historical documents such as the Declaration of Independence. An analysis of member responses provides evidence that *Roadmap* participation is strongly associated with a significant increase in civic knowledge. Member mean scores increased from 2.58 before *Roadmap* participation up to 3.39 at the conclusion of the curriculum ($p < .01$).¹⁰

Similar results are found when members' civic attitudes are examined before and after completing the *Roadmap*. On this construct, member scores increased from 2.90 to 3.50 ($p < .01$), once again indicating an association between *Roadmap* participation and a marked increase in one outcome area targeted by the curriculum.

Member scores on the final construct, civic actions, also increase markedly, from a pre-*Roadmap* level of 2.93 to a post-*Roadmap* level of 3.43 ($p < .01$). This result offers additional evidence that the *Roadmap* experience is having a positive affect on the current and future actions of members. This result offers proof that in addition to being associated with an increase in member attitudes and knowledge, *Roadmap* participation is also related to increases in member engagement in civic activities, both personal engagement in these activities and the ability to motivate others to be civically engaged (see Exhibit 7).

Exhibit 7

Change in Member Construct Scores



After analyzing the changes in members pre- and post-*Roadmap* for the entire pool of sample respondents, changes in outcomes were examined by demographic characteristics. These changes were examined both within demographic categories (e.g., did female members realize statistically significant gains across the three constructs) and also by contrasting categories (e.g., did the mean scores for male and female members change in a differential manner).

The examination of member outcomes within demographic categories reveals that AmeriCorps members participating in the curriculum experienced statistically significant ($p < .01$) gains on all three constructs. The specific demographic characteristics examined include:

¹⁰ A p-value of .01 denotes a 1 percent likelihood that a finding is due to chance rather than a treatment experience. This p-value is a strong indicator of the impact on participants exposed to a given treatment.

- Education
 - Respondents with less than a bachelor's degree
 - Respondents with a bachelor's degree
- Race
 - Non-white respondents
 - White respondents
- Age
 - 17 to 21 year-olds
 - 22 to 25 year-olds
 - 26 years old and above
- Gender
 - Female respondents
 - Male respondents

These findings offer evidence that *Roadmap* participation is associated with increases in the civic knowledge, attitudes, and actions for the full array of members.

The next set of analyses contrasts the outcomes realized by members within the various demographic groups specified above. When education is the variable of interest, members without a bachelor's degree reported significantly higher gains ($p < .01$) on both the civic attitudes and civic actions constructs when compared to those members who possess a bachelor's degree. There is no statistically significant difference between these groups' scores on the civic knowledge construct.

When race/ethnicity is considered, no significant differences are apparent for white members versus non-white members. While members falling into these two racial groups do exhibit gains on all three constructs, these changes are so similar in magnitude as to be statistically indistinguishable from one another. The same result is obtained when the data is analyzed by gender. Both male and female AmeriCorps members reported changes in the construct scores measuring their civic knowledge, attitudes, and actions, but the difference between these scores is not significant.

The final demographic characteristic by which member outcomes are examined is age, with members being divided into three categories, one for those under 22, another for 22 to 25 year-olds, and a final category for individuals who are older than 25. The youngest members realized the highest gains on the civic knowledge construct. The change in their scores on this measure is significantly higher ($p < .05$) than that of either the 22 to 25 year-olds or the members over the age of 25. The youngest members also exhibit the largest changes in civic attitudes. Once again, the change in their scores compared to those realized by both groups of older members is statistically significant ($p < .01$). The same pattern is present for civic actions. Younger members reported significantly ($p < .01$) higher gains on questions measuring their actual and intended actions after completing the *Roadmap*. It must be noted that for each of these constructs, pre-scores for younger members were lower than those of older members. This difference is likely due to younger members having less exposure to community process and civic engagement.

A final mode of presenting member results provides a representation of the changes in participants' scores. Using pie charts, the pre-score to post-score differences in members' responses is shown with score changes being placed into one of the following categories:

- Declined (score decreased by .08 to 2 points);
- Member maintaining highest level (pre-score at least 3.5 and post-score at or above pre-score);
- No change;
- Somewhat enhanced (change in participant score greater than 0 and less than .5);
- Enhanced (change in participant score of between .5 and 1); and
- Very enhanced (change in participant score of at least 1).

The charts included in Exhibits 8 through 10 show the outcomes associated with participation in the *Roadmap*. On the civic knowledge construct, 47 percent of members exhibit the highest level of score increase. This proportion is 24 percent for the civic attitudes construct and 25 percent for the civic actions construct. Also notable is the very small proportion of members whose scores decreased during their involvement with the *Roadmap*, with no more than 2 percent of the sample exhibiting a negative change in their score on any of the three outcomes.

Exhibit 8

Change in Member Knowledge Scores

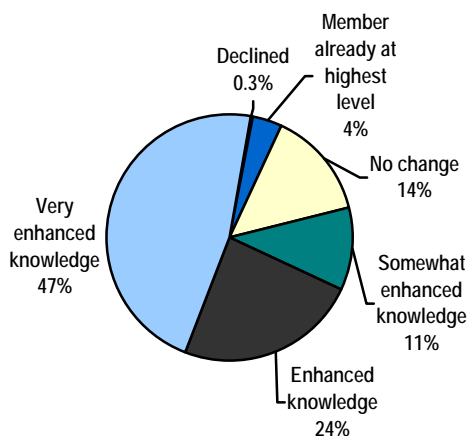


Exhibit 9

Change in Member Attitude Scores

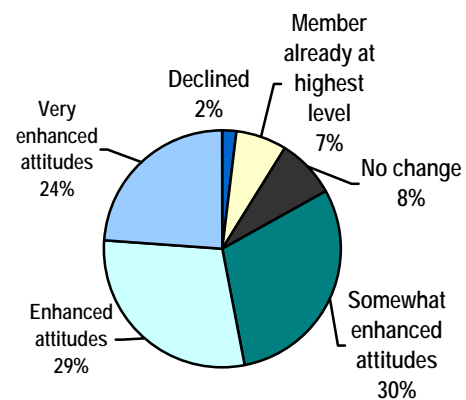
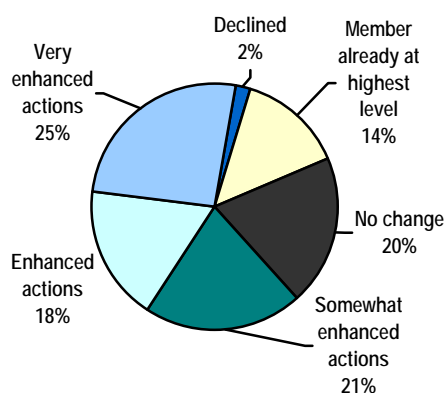


Exhibit 10

Change in Member Actions Scores



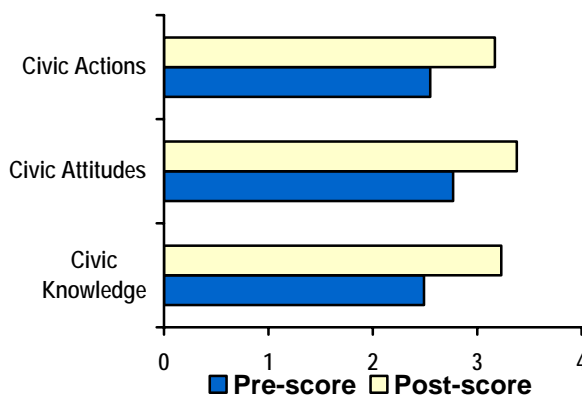
Effects of the *Roadmap* on Youth Participants

When the entire pool of youth survey respondents is examined, it is clear that youth feel that their civic engagement changed dramatically during their participation in the *Roadmap*. An examination of pre- and post-scores on the civic knowledge construct indicates that youth participants' average score increased by nearly three-fourths of a point, from 2.49 to 3.23. This result is highly significant ($p < .01$) and indicates the *Roadmap*'s potential to enhance young people's knowledge of community and the meaning of foundational documents.

When asked to assess their civic attitudes both before and after participating in the curriculum, youth reported a significant increase in their perceived effectiveness at motivating others to get things done in the community. The average youth participant score on the attitudes construct increased from 2.77 to 3.38, a statistically significant ($p < .01$) change. This result provides evidence of the *Roadmap*'s effectiveness at not only giving participants the knowledge they need to positively impact their communities but also enhancing their attitudes such that they feel empowered to take action.

Exhibit 11

Change in Youth Construct Scores



Results are shown using the 1 (least positive) to 4 (most positive) scale on the survey answered by *Roadmap* participants. These surveys allow *Roadmap* participants to assess their experience by responding to a series of statements where 1 = NO!, 2 = no, 3 = yes, and 4 = YES!.

The final youth construct scores examined, civic actions, also increased significantly ($p < .01$) from pre- to post-*Roadmap*. When asked to rate themselves on civic actions prior to their involvement with the *Roadmap*, youth assigned themselves a score of 2.55. Their post-*Roadmap* assessment resulted in an average score of 3.17, a change of .62 points. This change is evidence that not only does the *Roadmap* positively impact youth participants' attitudes and knowledge in the fields of civic engagement and community awareness; it also makes them more likely to become positive actors in the civic life of their community and nation.

The next set of analyses focused on specific demographic groupings of youth participants. The demographic characteristics used to sort youth participants for this analysis include:

- Current grade level
 - Elementary school
 - Middle school
 - High school and above
- Language spoken at home
 - English spoken at home
 - Other language spoken at home
- Free/reduced price lunch received at school
 - Free/reduced price lunch received at school
 - No free/reduced price lunch received at school
- Race/ethnicity
 - White
 - Non-white
 - Hispanic
 - Non-Hispanic
- Gender
 - Female
 - Male

In all instances, the difference between pre- and post-*Roadmap* scores is highly statistically significant ($p < .01$), showing that the results youth achieved while participating in the *Roadmap* were not restricted to select demographic groups.

The next analysis compares the outcomes of youth participants within each of the demographic categories listed above. When education is examined, no significant differences are evident in the gains realized by elementary school students versus their middle school and high school counterparts across all three constructs.

There is one significant difference on the next variable examined, language spoken in the home. Youth for whom English is the primary language spoken at home realized higher scores on the knowledge construct than did their non-English speaking counterparts. English speakers realize a gain of .80 while non-English speakers realize a gain of .62 ($p < .05$).

Dividing the population of youth survey respondents into groups based on receipt of free/reduced price lunch at school yields one significant difference. Youth who did not receive free/reduced price lunch attained a significantly ($p < .05$) higher increase on their civic action scores than did their counterparts who received free/reduced price lunch. Youth who report receiving subsidized school lunch reported a higher average pre-score on the civic action construct (2.71) than did youth not receiving subsidized school lunch (2.37).

When youth respondents are arranged by race/ethnicity, the outcomes achieved on the civic knowledge, attitudes, and actions constructs do not vary significantly between Hispanic and non-Hispanic participants. However, when youth are organized into white and non-white categories, white youth participants reported higher gains than their non-white peers on each of the three constructs. The difference between whites and non-whites is most significant ($p < .01$) on the civic actions construct, with the difference being slightly smaller ($p < .05$) on the civic knowledge and attitudes constructs.

On the subgroup analysis based on gender, there were significant differences between the two gender groups. Young women gained more ($p < .05$) on the civic knowledge and civic actions constructs than their male counterparts. These differences suggest that the *Roadmap* may have the potential to bridge the political involvement gap that exists between men and women (Verba et al., 1996, pp. 254–257).

Finally, youth scores on the constructs are also presented grouped into categories by the magnitude of the change from pre-score to post-score. This presentation style describes the changes realized by *Roadmap* youth participants. The scale for the exhibit charts illustrate the following categories of change in score:

- Declined (score decreased by .08 to 2 points);
- Youth maintaining highest level (pre-score at least 3.5 and post-score at or above pre-score);
- No change;
- Somewhat enhanced (change in participant score greater than 0 and less than .5);
- Enhanced (change in participant score of between .5 and 1); and
- Very enhanced (change in participant score of at least 1).

Exhibits 12 through 14 show the gains achieved by youth *Roadmap* participants sorted into the above-described categories. Forty-two percent of youth participants achieved the highest level of enhancement on the civic knowledge construct, with 28 percent and 36 percent, respectively, attaining this level on the civic attitudes and civic actions constructs. A small proportion of youth (6 percent or less on each of the three constructs) actually experienced a decline from pre-score to post-score.

Exhibit 12

Change in Youth Knowledge Scores

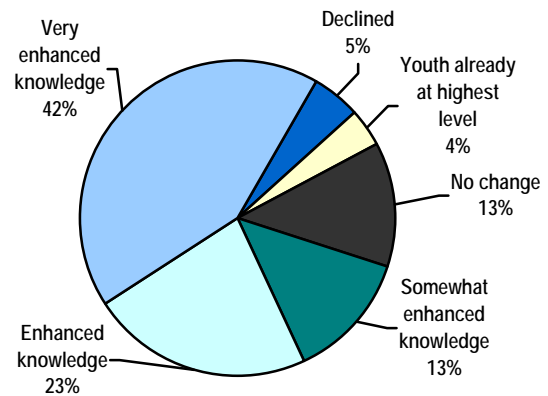


Exhibit 13

Change in Youth Attitude Scores

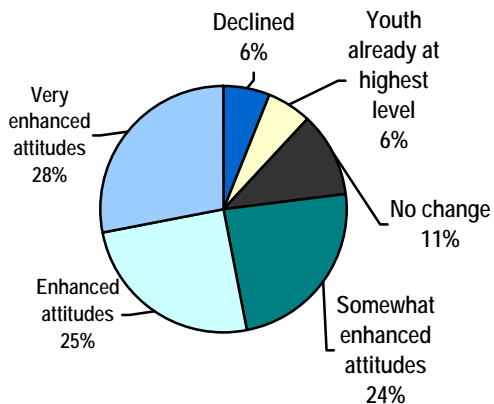
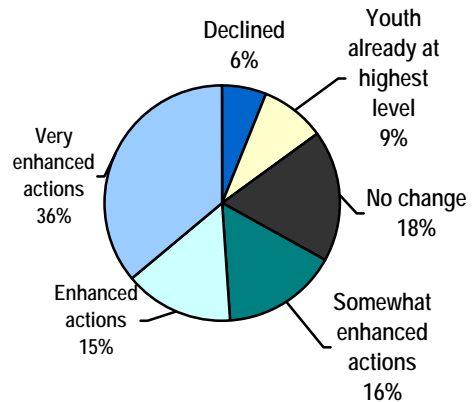


Exhibit 14

Change in Youth Actions Scores



Promising Practices

WSC provided pilot participants with numerous opportunities to give feedback about the initial version of the *Roadmap* curriculum. These discussions with stakeholders, along with an assessment conducted by Abt Associates, provided WSC with a body of suggestions as to what elements of the curriculum might be modified. The most frequently mentioned concerns were the length of the *Roadmap* and the training received in advance of curriculum implementation. In creating the 2003–2004 *Roadmap*, WSC addressed both of these concerns. The consolidation of the curriculum from 14 to 7 units decreased the time commitment associated with participation in the *Roadmap*, thereby lessening the amount of time members spend away from their regular service sites. Training on facilitation provided in advance of the *Roadmap* was also strengthened through an increased emphasis on sessions at SERVES focused on facilitation training, tips for teaching adolescents about civic engagement, and former members’ reflections on their *Roadmap* experiences.

WSC Provision of Roadmap Supports. In addition to consolidating the curriculum and increasing the amount of emphasis placed on up-front training devoted to the *Roadmap*, WSC also provided several resources designed to assist AmeriCorps teams engaged in facilitation of the *Roadmap*. These included the ongoing support of an AmeriCorps Leader whose responsibilities included providing guidance to *Roadmap* teams, the creation of a web blog where members could share their successes or ask for advice on how to handle specific hurdles, and the distribution of a monthly newsletter dedicated to the *Roadmap*. These changes reflect the commitment WSC has made to the curriculum and also to ensuring a quality service experience for members.

Increase in Stakeholder Buy-In. Another promising practice was reflected in the apparent increase in stakeholder buy-in when compared to the pilot process. Project site supervisors and members were more likely to report that the curriculum was a positive experience than were participants in the pilot curriculum. To some degree, this change in participant attitudes appeared to be directly associated with a greater familiarity with the *Roadmap*. Where the pilot curriculum was new and untested, the 2003–2004 *Roadmap* was a continuation of something that project site supervisors had already experienced and those stakeholders were aware of the positive impacts of participation.

Flexibility of the Roadmap Curriculum. The adaptability of the *Roadmap* enabled members to integrate the curriculum into their overall service experience. For instance, in 2003–2004 some teams elected to facilitate the *Roadmap* over a one-week period, such as during a school vacation, while other teams elected to spread each 90-minute *Roadmap* unit over multiple sessions. For some teams, administering the *Roadmap* over a one-week period is a better fit schedule-wise than a more drawn-out administration. In particular, it is likely that a one-week facilitation would be particularly helpful in one of the many rural sites served by WSC members. Members in these areas often have to travel a substantial distance to meet with their team. Allowing members to facilitate the curriculum when service at their normal host site is not occurring due to a school vacation removes one of the potential drawbacks to *Roadmap* participation: reduction of time at a host site.

Conduct of Team Training. In designing the training delivered to members prior to engagement in *Roadmap* facilitation, WSC decided that a team-training model, where teams participate in the curriculum as a group before facilitating to youth, would improve members’ experience. In January

2004, WSC staff went through the curriculum and found it useful on several levels. Participating in the training increased camaraderie among WSC staff while also providing an opportunity to view the *Roadmap* experience as seen by AmeriCorps members. This enhanced WSC's ability to provide support for teams as they facilitated the curriculum. Based on the focus groups held with members, mandatory participation in the curriculum by AmeriCorps teams prior to facilitation with youth continued to an enhanced *Roadmap* experience. Members reported being more comfortable with both the curriculum and facilitation after participation in team training. It was often stated that engaging in the curriculum as a team before teaching to a group of youth enabled members to develop a clear sense of how the curriculum should work and the intended outcomes associated with the *Roadmap*. Based on these results, team training is a promising practice that should be maintained in future *Roadmap* implementations.

Improved Pre-Roadmap Training. Project site supervisors' responses to the mail surveys indicated several positive aspects of participating in the 2003–2004 *Roadmap*. Primary among these is their belief that the training offered for this iteration of the curriculum was improved over that provided before implementation of the pilot *Roadmap*. Nearly 89 percent of project site supervisors reported that the pre-*Roadmap* training was improved. Project site supervisors also reported that the shortening of the curriculum from 14 to 7 units led to a more positive experience for members. When asked to rate the overall *Roadmap* experience of this year's members compared to members engaged in the pilot curriculum, 77 percent of project site supervisors indicated improvement. All of these outcomes provide evidence that some of the major changes to the curriculum process led to improvements in stakeholder experience.

Positive Experiences of Youth-Serving Organizations. Youth-serving organizations offered positive feedback on several measures related to their participation in the *Roadmap*. When asked to assess members' readiness to facilitate the curriculum, 88 percent of respondents to the youth-serving organization survey reported that members were at least pretty well prepared. More than half (59 percent) of these respondents reported that *Roadmap* participation resulted in enhanced civic engagement and community awareness. Perhaps most telling, 89 percent of youth-serving organizations indicated that they would participate in a subsequent implementation of the curriculum.

Potential for Replication

The results of this study strongly indicate the potential for replication of the *Roadmap* by organizations wishing to increase the civic engagement and community awareness of constituent groups. The most powerful evidence for replication are the changes in member and youth scores on outcomes measuring civic knowledge, civic attitudes, and civic actions associated with participation in the curriculum. All participants realized significant gains on these constructs during their participation in the *Roadmap*. In thinking about replication, attention should also be paid to the fact that participants of all demographic types realized positive changes associated with *Roadmap* participation. These results affirm that the curriculum is appropriate for replication to a diverse audience.

In addition to the dramatic changes in civic knowledge, civic attitudes, and civic actions realized by *Roadmap* participants, the flexibility built into the design of the *Roadmap* indicates a high probability

of successful replication. By reducing the length of the *Roadmap* from 14 to 7 units, while simultaneously providing discrete times for each lesson segment, SLNW has made the curriculum adaptable to a large number of settings and organizations. This curriculum is not a rigid document; it can be modified for use in very small time slots with full administration spread over a number of months. Alternatively, the *Roadmap* can be administered over a school vacation week, with one unit taught each day. The project sites visited for this study exemplified the flexibility of the curriculum, with some sites electing to facilitate the *Roadmap* on a unit-per-week basis while another site chose to facilitate the entire curriculum during a school vacation week.

The combination of very positive outcomes associated with participation in the curriculum and the variety of settings in which the curriculum might be implemented makes it apparent that the *Roadmap* can be replicated in other sites. The power of the *Roadmap* model to enhance civic engagement and community awareness, while addressing a genuine community need, has been established and provides evidence that this model would be successful in sites outside of the WSC umbrella.

Suggested Improvements

Although the 2003–2004 *Roadmap* was perceived as a success, stakeholders offered a number of modifications. In discussing the *Roadmap* with members, a few potential improvements were suggested. The first of these is streamlining the flow of information from WSC to members. Currently, information is transmitted from WSC to project site supervisors and then members. In many instances, information related to implementation and facilitation of the 2003–2004 *Roadmap* appears to have been received by project site supervisors but not passed on to members. Most notably, members were occasionally unaware of the existence of the web blog, a support that teams could have used to answer *Roadmap*-related questions. In the future, WSC should work with project site supervisors and members to establish a member liaison at each project site. This would lead to increased member usage of WSC-provided resources and is likely to further enhance the *Roadmap* experience.

Members also mentioned lacking the financial resources to purchase basic supplies—such as markers and tools—for *Roadmap* sessions. WSC should attempt to secure funding for AmeriCorps teams facilitating the *Roadmap*. In addition to allowing for the purchase of supplies, the provision of a minimal amount of funding would be a clear signal of WSC’s understanding the requirements of *Roadmap* implementation. It seems likely that the extremely positive results realized by *Roadmap* participants could be used to leverage a small grant from funders in the national service field.

Project site supervisors indicated that there are still a few areas for improvement in the *Roadmap* implementation process. The major drawback to participation in the curriculum was the time commitment requirement to properly conduct *Roadmap* sessions. Over half (56 percent) of project site supervisors felt that this was an issue even with the abridged version of the curriculum. Project site supervisors also identified resources as an issue in *Roadmap* implementation; 44 percent of project site supervisors indicated that lack of sufficient funding to implement the *Roadmap* was a major drawback to the process.

Respondents to the youth-serving organization surveys indicated minimal areas for improvement in the *Roadmap* process. The most frequently mentioned drawbacks to their participation in the curriculum was scheduling/time associated with the curriculum and the concepts presented in the *Roadmap* being too advanced for youth participants.

Conclusion

The implementation and facilitation of the 2003–2004 *Roadmap* was successful on many levels. Most importantly, participation in the curriculum was associated with highly significant changes in the civic knowledge, civic attitudes, and civic actions of member and youth participants. Also of note are accounts that modifications made to the curriculum and the additional supports provided to members implementing the curriculum improved the *Roadmap* experience. Finally, project site supervisors and respondents to the youth-serving organization mail surveys overwhelmingly indicated that they would participate in subsequent iterations of the *Roadmap*.

As WSC prepares to implement the 2004–2005 *Roadmap* curriculum, it is important to recognize and celebrate the past successes of the curriculum. This evaluation found that the curriculum is having a positive effect on participants while simultaneously undergoing refinements designed to ensure smoother implementation of the curriculum in the future. By refining both the curriculum and the implementation process, WSC is ensuring that the experience of *Roadmap* participants' will continue to be positive. These constant improvements ensure that desired outcomes will be attained with fewer barriers to overcome during the journey.

Appendix A: Works Cited

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Appendix B: Data Collection Results

Appendix Exhibit B.1

Overall Results

	Pre-score	Post-score	Change	Significance	Cronbach Alpha ^a
Members					
Members' Civic Knowledge (N = 305)	2.58	3.39	0.81	*	0.76
Members' Civic Attitudes (N = 305)	2.90	3.50	0.60	*	0.87
Members' Civic Actions (N = 305)	2.93	3.43	0.50	*	0.66
Youth					
Youths' Civic-Knowledge (N = 535)	2.49	3.23	0.74	*	0.71
Youths' Civic Attitudes (N = 534)	2.77	3.38	0.60	*	0.76
Youths' Civic Actions (N = 535)	2.55	3.17	0.62	*	0.74

** Significant at the $p < .05$ level.

* Significant at the $p < .01$ level.

a The Cronbach Alpha score denotes how well a group of variables are measuring the same underlying concept.

Appendix Exhibit B.2

Results of Subgroup Analysis for AmeriCorps Members

	Civic Knowledge		Civic Attitudes		Civic Actions	
	Pre-score	Post-score	Pre-score	Post-score	Pre-score	Post-score
Education						
No Bachelor's degree (N=154)	2.58	3.41	2.77	3.47	2.83	3.44
Bachelor's Degree (N = 134)	2.55	3.38	3.04	3.56	3.04	3.44
Are change scores significantly different?	No		*		*	
Race/Ethnicity						
Non-white (N=66)	2.55	3.43	2.79	3.50	2.76	3.38
White (N=210)	2.59	3.39	2.95	3.52	2.99	3.46
Are change scores significantly different?	No		No		No	
Gender						
Female (N=204)	2.57	3.42	2.88	3.53	2.96	3.46
Male (N=83)	2.56	3.35	2.93	3.48	2.85	3.38
Are change scores significantly different?	No		No		No	
Age						
Under 22 years (N=67)	2.44	3.44	2.65	3.49	2.71	3.46
22 to 25 years (N=121)	2.55	3.37	3.00	3.55	3.00	3.43
Over 25 years (N=69)	2.74	3.50	2.98	3.57	3.02	3.50
Are change scores significantly different?	** (a)		* (b)		* (b)	
** Significant at the p < .05 level.						
* Significant at the p < .01 level.						
a Change score for members under 22 is significantly different (p < .05) from change scores for members in 22 to 25 age range and those members over 25.						
b Change score for members under 22 is significantly different (p < .01) from change scores for members in 22 to 25 age range and those members over 25.						

Appendix Exhibit B.3

Results of Subgroup Analysis for Youth

	Civic Knowledge		Civic Attitudes		Civic Actions	
	Pre-score	Post-score	Pre-score	Post-score	Pre-score	Post-score
School level						
Elementary school (N=129)	2.55	3.50	2.99	3.60	2.76	3.40
Middle school (N=273)	2.48	3.20	2.71	3.31	2.49	3.08
High school and above (N=52)	2.34	3.24	2.59	3.31	2.36	3.11
Are change scores significantly different?	No		No		No	
Home language						
English (N=365)	2.49	3.29	2.79	3.42	2.54	3.20
Other language (N=128)	2.49	3.11	2.76	3.31	2.62	3.15
Are change scores significantly different?	**		No		No	
Receives free/reduced-price lunch						
Yes (N=282)	2.57	3.30	2.86	3.45	2.71	3.27
No (N=145)	2.42	3.19	2.69	3.36	2.37	3.09
Are change scores significantly different?	No		No		**	
Race/Ethnicity						
Hispanic (N=349)	2.53	3.28	2.80	3.42	2.56	3.20
Non-Hispanic (N=146)	2.42	3.18	2.74	3.35	2.55	3.19
Are change scores significantly different?	No		No		No	
White (N=303)	2.53	3.23	2.81	3.37	2.63	3.20
Non-White (N=195)	2.45	3.28	2.74	3.44	2.44	3.20
Are change scores significantly different?	**		**		*	
Gender						
Female (N=282)	2.50	3.20	2.88	3.49	2.60	3.29
Male (N=229)	2.49	3.17	2.65	3.25	2.51	3.06
Are change scores significantly different?	**		No		**	
** Significant at the p < .05 level.						
* Significant at the p < .01 level.						

Appendix Exhibit B.4**Project Supervisor's Mail Survey Data**

	Project Supervisors (N = 9)
Organizational Background	
How would you best characterize your organization? (Check one)	
State agency	0
Local education agency/school district	33
Other local government agency	22
Community-based organization	33
Faith-based organization	0
Elementary school	0
Middle school	0
High school	0
Private foundation	0
Other	11
Approximately how many years has your organization (not your AmeriCorps program) been in operation?	44 years
Approximately how many years has your program been working with the Washington Service Corps?	7 years
How many sites do your AmeriCorps members serve/work at annually?	14 sites
What percent of your service projects/activities are conducted in urban settings? Suburban settings? Rural settings?	
Urban settings?	19
Suburban settings?	35
Rural settings?	46
In total, how many AmeriCorps service members did you enroll in the 2003–2004 program year (include full-time and any who dropped out after enrollment)?	23 members
How many of these members serve on a full-time basis?	22 members
How many of your AmeriCorps members participate in the facilitation of Roadmap units to youth?	17 members
What kinds of services does your organization provide?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	56
Adult education (e.g., literacy, job training)	56
Parenting skill development	44
Child care	33
Public health	22
Housing (e.g., renovation, construction)	56
Environment/Conservation	22
Mental health	44
Economic/Community development	33
Technology	22
Public safety	11
Other	22

Appendix Exhibit B.4**Project Supervisor's Mail Survey Data**

	Project Supervisors (N = 9)
What kinds of services do your AmeriCorps members provide?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	89
Adult education (e.g., literacy, job training)	44
Parenting skill development	11
Child care	11
Public health	0
Housing (e.g., renovation, construction)	0
Environment/Conservation	22
Mental health	0
Economic/Community development	11
Technology	0
Public safety	11
Other	11
Which of these areas is the main focus of your organization?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	33
Adult education (e.g., literacy, job training)	0
Public health	0
Housing (e.g., renovation, construction)	11
Environment/Conservation	0
Economic/Community development	11
Technology	0
Public safety	0
Other	44
Which of these areas is the main focus of your AmeriCorps members?	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	89
Adult education (e.g., literacy, job training)	0
Public health	0
Housing (e.g., renovation, construction)	0
Environment/Conservation	0
Economic/Community development	0
Technology	0
Public safety	0
Other	11
Please indicate the group most frequently served by your organization. (Check one)	
Children	33
Young adults	0
Adults	33
Limited English speakers	11
Senior citizens	0
Homeless individuals	0
Substance abusers	0
More than one of the above	22
Did your organization design or select the community service to be delivered by AmeriCorps members?	
Yes	67
No	33

Appendix Exhibit B.4

Project Supervisor's Mail Survey Data

	Project Supervisors (N = 9)
Community Partnerships	
How many community organizations/groups does your organization work with on a regular basis?	116 organizations
Which of the following best describes the type of services offered by these organizations? (Check all that apply)	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	89
Adult education (e.g., literacy, job training)	78
Parenting skill development	78
Child care	44
Public health	33
Housing (e.g., renovation, construction)	44
Environment/Conservation	56
Mental health	56
Economic/Community development	44
Technology	11
Public Safety	22
Other	33
Are any of these organizations your partners in the 2003–2004 Roadmap to Civic Engagement?	
Yes	78
No	22
How many of these organizations are your partners in the 2003–2004 Roadmap?	2 organizations
To what extent has your involvement with the Washington Service Corps led to new partnerships with other community service organizations?	
Not at all	11
A little	11
Somewhat	56
Quite a bit	0
A great deal	22
Implementation of the 2003–2004 Roadmap to Civic Engagement	
Did you have any concerns about implementing the 2003–2004 Roadmap to Civic Engagement curriculum?	
Yes	78
No	22
Were you concerned about: (Check all that apply)	
Financial resources	71
Staff availability	0
AmeriCorps member interest	71
AmeriCorps member time	86
Partner participation	43
Other	86
Which of these concerns proved to be actual challenges to implementation? (Check all that apply)	
Financial resources	60
Staff availability	N/A
AmeriCorps member interest	60
AmeriCorps member time	67
Partner participation	67
Other	67

Appendix Exhibit B.4

Project Supervisor's Mail Survey Data

	Project Supervisors (N = 9)
How satisfied are you with the orientation/training your organization received prior to implementing the 2003–2004 Roadmap to Civic Engagement?	
Not at all	0
A little	22
Somewhat	56
Quite a bit	22
A great deal	0
In comparison to the training offered for the pilot version of the Roadmap curriculum, how would you rate the training offered prior to implementation of the 2003–2004 Roadmap curriculum?	
Much improved	33
Improved	44
The same	11
Worse	11
Much worse	0
How satisfied are you with the overall support provided by WSC during the implementation of the 2003–2004 Roadmap curriculum?	
Very satisfied	22
Satisfied	56
Neither satisfied nor dissatisfied	22
Dissatisfied	0
Very dissatisfied	0
How difficult was integrating the civic engagement program into your existing service structure?	
Not at all difficult	0
A little	22
Somewhat	44
Quite a bit	22
Very difficult	11
Were AmeriCorps members responsible for identifying the organization their team would partner with?	
Yes	33
No	67
If an AmeriCorps member had questions regarding the 2003–2004 Roadmap to Civic Engagement curriculum, who was the person they would most likely go to for guidance? (Check one)	
Their AmeriCorps team leader	22
Their site supervisor	0
You or someone for your organization	67
A representative from the Washington Service Corps	0
Other	11
Modifications Made to the Roadmap	
In relation to last year's curriculum, how would you categorize the amount of service time your members have devoted to this year's iteration of the Roadmap curriculum?	
Significantly less	22
Slightly less	22
The same amount	33
Slightly more	11
Significantly more	11

Appendix Exhibit B.4

Project Supervisor's Mail Survey Data

	Project Supervisors (N = 9)
How has the shortening of the Roadmap to Civic Engagement from 14 to 7 units impacted the experience of the members responsible for implementing and facilitating the curriculum?	
Experience is much more positive	33
Experience is more positive	56
Experience is unchanged	11
Experience is more negative	0
Experience is much more negative	0
Have your AmeriCorps members used the web-blog developed by WSC to provide support to members as they implement and facilitate the Roadmap curriculum?	
Yes	0
No	100
If your members have not used the web-blog devoted to the Roadmap, please state why not below. (<i>Most frequently mentioned reason</i>)	
Not enough time given all their other duties	5 mentions
Overall, please compare current members' experience with the Roadmap curriculum compared to their counterparts who implemented and facilitated the pilot version of the curriculum. Are current members...	
Having a much better experience	44
Having a better experience	33
Having a similar experience	22
Having a worse experience	0
Having a much worse experience	0
What makes the Roadmap experience of current members different from the experience last year's members had with the curriculum? (<i>Three most frequently mentioned reasons</i>)	
Clearer and more concise curriculum	4 mentions
Less time consuming	2 mentions
Organization built upon last year's experience	2 mentions
What effect has the Roadmap had on members overall AmeriCorps experience in the 2003–2004 program year?	
Improved their experience dramatically	11
Improved their experience somewhat	33
Neither improved nor detracted from their experience	33
Detracted from their experience	22
Detracted from their experience dramatically	0
Experiences with the 2003-2004 Roadmap to Civic Engagement	
During the implementation and facilitation of the 2003–2004 Roadmap curriculum, approximately how many TOTAL hours did the members responsible for facilitating the Roadmap to youth spend on Roadmap-related activities?	78 hours
To what extent has your involvement in the current iteration of the Roadmap to Civic Engagement led to new partnerships with other community service organizations?	
Not at all	33
A little	33
Somewhat	33
Quite a bit	0
A great deal	0

Appendix Exhibit B.4**Project Supervisor's Mail Survey Data**

		Project Supervisors (N = 9)
What objectives did you have for your organization at the beginning of the civic engagement project? <i>(Most frequently mentioned objectives)</i>		
Build relationships with other organizations		4 mentions
Meet WSC requirements		2 mentions
Have these objectives been met?		
Build relationships with other organizations		
Yes		100
No		0
Meet WSC requirements		
Yes		100
No		0
What have been the major benefits associated with your involvement in the 2003–2004 Roadmap to Civic Engagement? <i>(Three most frequently mentioned benefits)</i>		
Increased student awareness of service and community needs		5 mentions
Increased student awareness of service and community needs		2 mentions
Team building		2 mentions
What have been the major drawbacks associated with your involvement in the 2003–2004 Roadmap to Civic Engagement? <i>(Three most frequently mentioned drawbacks)</i>		
Time associated with curriculum		5 mentions
No funding associated with curriculum		4 mentions
Logistics associated with planning and coordinating the curriculum		3 mentions
How might next year's Roadmap be improved? <i>(Three most frequently suggested improvements)</i>		
More focus on projects/activities, less on lessons/lecturing		3 mentions
Create an elementary school version of the curriculum		3 mentions
Make curriculum more age appropriate for middle schoolers		2 mentions
If given the choice, would you participate in this program again?		
Yes, with no reservations		44
Yes, with reservations		22
No		22
Not sure/Undecided		11

Appendix Exhibit B.5**Youth Serving Organization Mail Survey Data**

	Youth-Serving Organizations (N=27)
Organizational Background	
How would you best characterize your organization? <i>(Check one)</i>	
State agency	0
Local education agency/school district	19
Other local government agency	4
Community-based organization	30
Faith-based organization	0
Elementary school	30
Middle school	0
High school	7
Private foundation	7
Other	4
Approximately how many years has your organization been in operation?	44
Prior to the 2003–2004 Roadmap to Civic Engagement Program, had your organization ever worked with the AmeriCorps project with which you are partnering?	
Yes	63
No	37
If so, for how long?	5
In general, would the area your organization serves best be characterized as urban, suburban or rural? <i>(Check one)</i>	
Serve an urban area	37
Serve a suburban area	26
Serve a rural area	37
How many AmeriCorps members have worked with your organization on the civic engagement curriculum?	5
What kinds of services does your organization provide? <i>(Check all that apply)</i>	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	81
Adult education (e.g., literacy, job training)	30
Parenting skill development	22
Child care	19
Public health	7
Housing (e.g., renovation, construction)	4
Environment/Conservation	15
Mental health	4
Economic/Community development	19
Technology	11
Public Safety	7
Other	19

Appendix Exhibit B.5**Youth Serving Organization Mail Survey Data**

	Youth-Serving Organizations (N=27)
<hr/>	
Which of these areas is the main focus of your organization? <i>(Check one)</i>	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	67
Adult education (e.g., literacy, job training)	4
Public health	4
Housing (e.g., renovation, construction)	4
Environment/Conservation	0
Economic/Community development	0
Technology	0
Public Safety	0
Other	22
Please indicate the group most frequently served by your organization. <i>(Check one)</i>	
Children	63
Young adults	19
Adults	4
Limited English speakers	4
Senior citizens	0
Homeless individuals	0
Substance abusers	0
More than one of the above	11
Community Partnerships	
How many community organizations/groups does your organization work with on a regular basis?	14
Which of the following best describes the type of services offered by these groups? <i>(Check all that apply)</i>	
Childhood/Adolescent education (e.g., tutoring, teaching assistance)	81
Adult education (e.g., literacy, job training)	22
Parenting skill development	22
Child care	19
Public health	26
Housing (e.g., renovation, construction)	4
Environment/Conservation	22
Mental health	22
Economic/Community development	41
Technology	15
Public Safety	26
Other	11
To what extent has your recent involvement with the 2003–2004 <i>Roadmap to Civic Engagement</i> led to new partnerships with other community service organizations	
Not at all	33
A little	30
Somewhat	22
Quite a bit	11
A great deal	4
Implementation of the 2003–2004 Roadmap to Civic Engagement	
How did your organization get involved with the 2003–2004 Roadmap to Civic Engagement?	
Existing relationship with AmeriCorps project organization	81
Other	19

Appendix Exhibit B.5**Youth Serving Organization Mail Survey Data**

	Youth-Serving Organizations (N=27)
Were you approached by an AmeriCorps member?	
Yes	60
No	40
Did your organization participate in last year's Roadmap to Civic Engagement?	
No, this is my organization's first experience with the Roadmap	44
Yes, my organization participated in the 2002–2003 Roadmap to Civic Engagement	56
Did you have any concerns about implementing the 2003–2004 Roadmap to Civic Engagement curriculum?	
Yes (<i>Answer question 12a and b</i>)	22
No (<i>Skip to question 13</i>)	78
Were you concerned about: (<i>Check all that apply</i>)	
Financial resources	17
Staff availability	33
AmeriCorps member interest	17
AmeriCorps member time	33
Student motivation/interest	50
Other	33
Which of these concerns proved to be actual challenges to implementation? (<i>Among those reporting concern about a particular issue</i>)	
Financial resources	100
Staff availability	50
AmeriCorps member interest	100
AmeriCorps member time	100
Student motivation/interest	67
Other	100
How difficult was integrating the civic engagement program into your existing service structure?	
Not at all difficult	52
A little	22
Somewhat	22
Quite a bit	4
Very difficult	0
Upon starting the 2003–2004 Roadmap to Civic Engagement, how would you characterize the readiness of AmeriCorps members at your site? Were they prepared to begin teaching the curriculum immediately, or did they need some help getting started?	
Very unprepared	4
Somewhat unprepared	7
Pretty well prepared	44
Very well prepared	44
If an AmeriCorps member has questions regarding the 2003–2004 Roadmap to Civic Engagement curriculum, who is the person they would most likely go to for guidance? (<i>Check only one</i>)	
Their AmeriCorps team leader	58
Their site supervisor	19
A representative from the AmeriCorps project organization	15
A representative from the Washington Service Corps	0
Other	8

Appendix Exhibit B.5**Youth Serving Organization Mail Survey Data**

	Youth-Serving Organizations (N=27)
Experiences with the 2003–2004 Roadmap to Civic Engagement	
What objectives did you have for your organization at the beginning of the civic engagement project? (<i>Three most frequently listed objectives</i>)	
Enhance participant civic engagement and community awareness	16 mentions
Connect to community	3 mentions
Create/sustain relationship with AmeriCorps	2 mentions
Have these objectives been met?	
Enhance participant civic engagement and community awareness	
Yes	100
No	0
Connect to community	
Yes	100
No	0
Create/sustain relationship with AmeriCorps	
Yes	100
No	0
What have been the major benefits associated with your involvement in the 2003–2004 Roadmap to Civic Engagement? (<i>Three most frequently mentioned benefits</i>)	
Students have a greater interest in community involvement and increased civic awareness	8 mentions
Providing needed services	5 mentions
Youth connecting with AmeriCorps members	4 mentions
What have been the major drawbacks associated with your involvement in the 2003–2004 Roadmap to Civic Engagement? (<i>Three most frequently mentioned drawbacks</i>)	
Scheduling/time associated with curriculum	6 mentions
Concepts too advanced for students	4 mentions
Funding Roadmap activities	2 mentions
Would you participate in this program again?	
Yes, with no reservations	56
Yes, with reservations (<i>please explain what these are in question 20a</i>)	33
No (<i>please explain why in question 20a</i>)	0
Not sure/Undecided (<i>please explain why in question 20a</i>)	11
